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ROUTING AND RECORD SHEET

SUBJECT: (Optional)

Speaking Invitation, DePauw University, Greencastle, Indiana
22 October 1987

FROM:

William M. Baker
Director, Public Affairs

EXTENSION

NO

27676

DATE

EL 89-51384-1 STAT

2 September 1987

TO: (Officer designation, room number, and building)

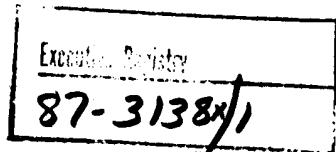
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OFFICER'S INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

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2 September 1987

JUDGE:

RE: Speaking Invitation
 DePauw University
 Greencastle, Indiana
 Thursday, 22 October 1987

President of DePauw University Robert G. Bottoms has invited you to give a keynote presentation at the opening program of a three-part symposium on "Ethics in Public Life" on Thursday evening, October 22nd. According to Dr. Bottoms "the key initiative of his administration is to spur the DePauw community to moral reflection." You could expect an audience of approximately 2,000 students, faculty, and alumni returning for Old Gold Weekend.

Since your October schedule is already heavily committed for the end of the month with your appearance at Dartmouth on the 20th, your trip to the Midwest on the 30th, and two other appearances tentatively scheduled for the week of the 26th, I recommend that you decline this invitation. If you agree, please sign the attached letter.

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Bill Baker

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Executive Registry
87-3138/2

Central Intelligence Agency



Washington, D.C. 20505

8 SEP 1987

Dr. Robert G. Bottoms
President
DePauw University
Greencastle, IN 46135-0037

Dear Dr. Bottoms:

Thank you for the invitation to be the keynote speaker at the symposium on "Ethics in Public Life" on Thursday, October 22nd at DePauw University. I would really enjoy participating in the symposium and I am very disappointed to have to decline your invitation to speak on a subject that is so important in today's society. Unfortunately, my schedule is heavily booked for that period of time. I have many good memories of my visit to DePauw in 1978 and would have looked forward to renewing my acquaintance with the University.

Sincerely yours,

/s/ William H. Webster

William H. Webster
Director of Central Intelligence



Executive Registry

87-3138X

August 17, 1987

The Honorable William H. Webster
 Office of the Director
 Central Intelligence Agency
 Washington, DC 20905

Dear Mr. Webster:

I recall very well your last appearance at DePauw several years ago. I would now like to invite you back to the University to speak on Thursday evening, October 22, 1987. The occasion would be the opening program of a three-part symposium on "Ethics in Public Life." We would be honored if you would make the keynote presentation of this event. We want to hear the insights you have developed on the subject as your concern in public service has progressed.

A key initiative of my administration, as outlined in my inaugural address last October 16, is to spur the DePauw community to moral reflection. (A copy of my address is enclosed.) We feel private liberal arts colleges can no longer neglect the value questions so central to the traditions of our society, and that all members of the University community must examine how values are formed and become operative. Even in a time of relativism, some actions simply cannot be condoned--lying and stealing, for example.

Your participation in the symposium would draw interest from students, faculty, and alumni returning for Old Gold Weekend on October 23 and 24. An enthusiastic audience of 2,000 is anticipated. Perhaps Drudi and Bill would be able to join you in Greencastle. If you have not been back to DePauw since receiving your honorary degree in 1978, I think you will be pleasantly surprised at some of the changes on campus. I know your old friends, Norm Knights and Ted Sanders, are looking forward to seeing you if you are able to accept our invitation.

Not knowing what honorarium you normally receive, we want to offer \$4,000 and travel expenses. We would, of course, provide round-trip transportation from the Indianapolis Airport and make arrangements for you to stay at the new Walden Inn adjacent to campus.

We sincerely hope you will give our invitation serious consideration. I look forward to hearing from you at your earliest convenience.

Sincerely,

Robert G. Bottoms
 President

RGB:mf



DePauw University
 Greencastle, Indiana 46135-0037
 (317) 658-4800

THE INAUGURATION
OF
ROBERT G. BOTTOMS



Eighteenth President
of
DePauw University

INAUGURATION ADDRESS
by
PRESIDENT ROBERT G. BOTTOMS
DEPAUW UNIVERSITY
AT A DINNER FOR THE UNIVERSITY'S FACULTY
October 16, 1986

One could hardly say enough about the strength of DePauw University today. In this our Sesquicentennial year, we are completing the most successful fund-raising campaign any private liberal arts college in this country has ever attempted. Current gifts and commitments to our Sesquicentennial Campaign total in excess of \$109 million.

Alumni support in the past two decades has enabled us to erect the Performing Arts Center, the Julian Science and Mathematics Center, the Lilly Physical Education and Recreation Center; to restore East College; to renovate Asbury Hall; and current plans call for a renovation of Harrison Hall. Certainly we have facilities which enable us to support the most ambitious academic programs.

However, it is our people in the person of an increasingly skilled student body and a richly competent faculty which will continue to sustain us in the future.

With all these strengths a new president of DePauw faces several questions: What do we lack? What keeps DePauw from claiming its rightful place as one of the premiere undergraduate institutions in the country? What outstanding opportunities are afforded us as we address the challenges in American culture?

Let me review what I have already raised for the faculty as a concern. The question revolves around the issue of whether or not DePauw is reflective of the society which we seek to serve. I am talking about the issue of diversity.

The facts are these. The Hispanic segment of the United States population is the fastest growing part of America. Asians constitute the second fastest growing population segment, blacks third, and finally, the Caucasians consist of the fourth fastest growing segment of our population. The largest twenty-four school systems in the United States today have what demographers call "a minority majority." Twenty-seven percent of the high school students in America today are, in fact, minorities.¹

By the year 2010, one out of every three Americans will either be black, Hispanic or Asian. Mexican-American women today average bearing 2.9 children per person; black women, 2.4 per person. Caucasian women are reproducing at a rate of 1.7 children per person and demographers inform us that it takes an average of 2.1 children per woman just to stay even in sustaining one's population. (It might also be noted that in the so-called "baby boom" American women were reproducing approximately 2.9 children per person.)²

So what are we to make of all this? One of the things Harold Hodgkinson points out in a paper called "Diversity Is Our Middle Name," is that institutions in the heartland, like Indiana, are obviously much less affected by these demographic trends than those people in California and New York, Texas, Florida, and Michigan. Yet perhaps the most important implication for us is that the nation in which our students will live will be more ethnically diverse than it has ever been, and we have to wonder if campus culture can reflect just what this diversity means.

Hodgkinson contends that there are still colleges in the country (although certainly not DePauw) where Spanish language and literature are perceived to be second rate and the outstanding students are expected to be white, middle class, and male.

We have to wonder if such an experience adequately prepares our students ethnically diverse world in which they will find themselves. Dare we not explore of visiting professors to expose our students to the best of thinking of other in our lectureship program, do we not want to expose our students to the in-de [in] represented by a world foreign to Greencastle? Given the present world situation, for us to allow our international education program to continue sending our stud [p] to France, Friburg, Athens, and London? Can we be content in this time to a gradual movement toward an all white student body? To be educationally relevant in the world community we have to courageously and seriously explore the issue in the student body, in the faculty, and in the curriculum.

II.

If we have an opportunity in exploring the diversity issue, we have no less in addressing ourselves to the status of science education in America.

John Schaefer, the current president of Research Corporation, reminded all at Ap [n] of the so-called "Oberlin Conference Colleges" that even though the United States has the population of Japan, we are producing half as many scientists. Last year, the Ph.D.'s produced in physics in this country, one-half were foreign born and sought to their home countries. In less than three years the same fate will face us in the National Merit Scholars have long been the source of scientists for our country. Three percent of all the National Merit Scholars sought a major in science edit [r] year, less than one percent of the National Merit Scholars sought a career in science, and this percentage was declining. In the last ten years alone, undergraduate majors at all universities and colleges in this country have declined 33 percent. One of the students in our colleges and universities major in science today where in 1960's, one-tenth of the students majored in the sciences.

Even the best research universities are affected. The National Academy of Sciences chosen the twenty public and private universities with the most notable program in education in the country. It has studied those twenty institutions and discovered that they conferred fourteen percent fewer degrees than they did in 1980.

What does all this mean? How will it affect us at DePauw? What are the effects of faculty were added. But these people will begin retiring in the 1990's. By the mid 1990's, the number of Ph.D.'s will fall off rapidly due to the In short, we are not producing enough scientists in this country to meet our needs. Oberlin study points out that some liberal arts colleges should be positioned to reemphasize what we have done well for years, and that's help with the underproduction of people interested in science, people who will go on to earn their Oberlin Conference showed that graduates of the Oberlin Conference colleges get doctorates in a significantly higher percentage than do the graduates of either schools or the top twenty rated research universities. Last year, the University of for instance, produced more Ph.D.'s in chemistry than they did undergraduate chemistry.

The primary distinction the Oberlin Conference pointed out was that instruction—the kind of instruction we profess at DePauw—by senior faculty widespread involvement in the lives of students through research projects has colleges to produce an extraordinarily high percentage of this country's scientists. So what might we think about this? It seems to me it's something we need to carefully. Science education has a strong tradition here. Currently, there is a concern about science education throughout the country. DePauw should be in the to be on the vanguard of the developments that will produce more professional s

We have to wonder if one of the challenges before us is not to allow our curriculum to begin to show a parity for the new cultural links to South America and Asia.³ How will DePauw relevant to the young people growing up in this diverse culture? Many contemporary students are more familiar, Hodgkinson says, with European culture than with life in the Bronx or Chicago's south side. It's a bit disarming, and we wonder if we are prepared for his phenomenon.

The issue I am raising is not one of survival—DePauw most certainly will survive. The question I raise is one of significance. The welfare of our nation and the concept of justice worth demand that DePauw cannot be irrelevant to one-third of our population.

Given these current population trends, one has to wonder how DePauw is performing vis-a-vis premiere liberal arts institutions in the Midwest. Quite frankly, the picture is not so complimentary. DePauw has the highest percentage of white students of any of the Great Lakes Colleges Association consortium. Of the nineteen private liberal arts colleges in Indiana listed in a September issue of *The Chronicle of Higher Education*, DePauw ranks seventeenth, having twenty percent fewer minorities in our student population than we had five years ago. We need to force ourselves to reflect on what this means. What, for example, does mean to graduate our students today with little or no exposure to people or cultures that are different? Do our students know and understand the current roles of Latin America, Asia, and Africa?

Frank F. Wong, Vice President for Academic Affairs at Beloit College in Wisconsin, wrote in *Liberal Education* in the Spring of 1985 pointing out that we live in a world and a time where cultures are in constant contact and conflict with one another. He states, "We are all pilgrims on a journey to seek truth, but we are also all immigrants in a new and not very familiar land where the signposts of the past may not be the signposts of the present or he future."⁴

Dr. Wong notes that in higher education today we are experiencing a "back to basics" movement, indicating that we in higher education have perhaps lost our traditional anchors. The public has accepted this argument. Secretary of Education Bennett has pointed out that we must first learn to know ourselves and only then can we face the world in confidence. But there is a problem with such thinking. While we may live in the midst of a "return to basics philosophy," the world has changed. It is no longer the Western dominated world with which we had learned to deal. Given the emergence of the Eastern and Latin American nations, can the true pilgrim today be content with a journey through western classics alone? Would not our perspective on enduring issues be more universal if we included in our core programs not only classics of the western tradition but other traditions as well? As Americans, we are familiar with the phenomenon which makes it easy for us to leave the rest of the world behind us. We are concerned with what affects us locally, our neighborhood, the cities in which we live, the local community. Yet we are entering an era in which the world has experienced a major departure from the Euro-centered world of the late 19th century.⁵

Dr. Wong reminds us of a recent folk ballad in which a young man depicts his girl friend as wearing jeans made in France, shoes made in Spain, driving a car made in Japan, and he laments at least she was made in the U.S.A. An indication of how small and interrelated the world community has become is the fact that only a couple of weeks ago I sat with a planning group of people in Greencastle, Indiana, to help formulate a plan to bring Japanese industry to Greencastle. Successful strategies had already been developed in such small Midwestern town as Columbus, Indiana, and Rushville, Indiana. Who would have predicted such conversations twenty years ago? As Frank Wong suggests, we truly have become both pilgrims and immigrants. Too long, perhaps, we have been "intellectual tourists and sightseers." We have traveled through foreign cultures but chose not to engage them.⁶

III.

I want to raise a third opportunity for DePauw or, perhaps if not an opportunity, a third set of questions. I refer to the issue of moral reflection in our community. The church-related liberal arts college represents a tradition where education and values have traditionally co-existed. We need to ask ourselves if current graduates of DePauw are inculcated with a set of values that will serve beyond the DePauw experience. Do our graduates leave with a sense of divine discontent about injustice in this world? Are they graduated with a coherent frame of reference, a value system if you please, that will serve as a basis for future decisions and actions?

I have been much impressed with DePauw Emeritus Professor Clif Phillips' comments about the history of DePauw and how secularization has affected the institution. In 1904, the DePauw catalogue stated that the Bible was the unquestioned authority on moral issues. By the 1940's, the catalogue simply stated that DePauw had a close relationship with the Methodist Church. In the 1950's, the term used was that DePauw was a "church-related" college, and we expressed our church relatedness with a religious emphasis week—a week which we set aside one time a year to renew our historic connections with the Christian faith.

In the 1960's, the Chaplain's Office was created. Earlier, I am told, the President had been the Chaplain.

By the 1980's, instead of any reference to the United Methodist Church, the Bible, or church-relatedness, we simply stated that we emphasized the Judeo-Christian tradition. We no longer taught a course in Christian evidences, but our introductory courses encompassed all of world religions. This experience is not peculiar to DePauw, and it is not one we should lament. In fact, perhaps we should celebrate our movement away from some of the narrow sect-type thinking that permeates many of today's so-called Christian institutions. However, we must wonder if we have given up the concept of moral reflection at a time when students need direction most of all?

The knowledge traditionally taken for granted as being provided by the home, school, and church is rarely in evidence today. Students arrive at DePauw as freshmen knowing little about the facts and ideas that comprise much of our repertoire of basic value information. Our students no longer know about the major prophets, the minor prophets, the teachings of Jesus, the content of the Koran, nor to mention the basic tenets of Judaism. Nor do they remember the experiences of Vietnam or Watergate, and their memories of John F. Kennedy are non-existent.

Let me be very clear. I do not think that colleges should impose values on students. Nor am I proposing that we return to our roots and agree on all the values we are to "pass on." However I do raise the issue of whether our students should not be familiar with the traditions out of which value questions are raised. Should our students not critically examine how values are formed and how they become operative in a society?

We need again to inform our students that values are more than matters of personal taste or private intuition. We are reaching a time when private liberal arts colleges can no longer neglect the value questions so central to our tradition. Consider some of the issues our students will have to face in their lifetime.

Now that medical technology has enabled transplants to become a reality, who will pay the extravagant medical costs of heart transplants, kidney transplants, dialysis, etc., etc.? Who will answer the question raised in the June 9 issue of *The Wall Street Journal* concerning when life-support systems should be withheld? What about abortion these days? After all the debate, has this become simply a private issue?

Since the best of medical care cannot be funded for the entire citizenry, what level of medical care should be guaranteed to everyone? Are there classes of people, by class or education, who shall be denied the best of medical care? If the public cannot afford technology for all, who gets it? Only the rich?

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Need we not also reflect on genetic engineering? Dare we argue that we have o knowledge of science to even discuss the implications of genetic engineerin Bellah's argument is correct when he says, "The University is no longer the training of leadership in public service in a free society. The University as presen isn't set up to engage in public dialogue that would provide moral leadership or e in it."¹⁰ Dare we not provide moral leadership? Dare we not encourage the public Part Al rounding the issues I have raised?

In the preamble to the Carleton College catalogue you'll find the words "A

fosters, "personal and social responsibility as well as academic excellence." Dare we do less?

IV.

Diversity, science education, moral reflection—three issues which are in kee traditions of this great University. But faculty share one enormous problem—tim Development Committee has been in discussions with the University Priority for over one year trying to allocate time in a more efficient manner. The facu h and we have heard that the way to make improvements in the intellectual li munity hinges around a larger and more encompassing faculty development we have ever experienced at this University. We need to follow the examples of institutions in this regard. Brown University, for example, upon becoming coe the lack of diversity in its curriculum and in its student body, offered incer for the creation of courses which dealt with multi-ethnic and non-W diversity. Special support was given to interested members of the faculty to n courses to include more culturally diverse materials. Special support was also u the number of departmental courses which focused on the experience and f various minority groups so rapidly growing in American society.¹¹

Such a faculty development program is imperative for DePauw. We want institution more national and international in scope, but we also have come is not a public relations task. It is a faculty development task. The faculty ne for release from classes to pursue research and course development. We ne implementation of incentive awards for travel, and the possibility of an active su program.

We are at an interesting point in the institutions history. We are completi campaign ever attempted by a liberal arts college. Our faculty will prove tht are made increasingly available to us we are indeed a gathering of insightful r to better prepare our students for living in the world community. The p enormous.

In the May 14 issue of *The New York Times*, there was a description of t Goo on Interpretation that grew up at Bryn Mawr College. It began simply as : a faculty across disciplinary lines which met to discuss common educational in meetings began to chip away at a rather narrow departmental system," said St CIA-RDP90G00152R001202390032-1, Art Historian, "a new intellectual atmosphere resulted."

The evaluation of the Bush Program for Faculty Development at liberal a the Midwest contained the following insight: "In a small liberal arts college ; to hear faculty remarking about knowing so little about what other faculty of not enjoying the relationship with colleagues outside the department."¹² David Porter began a summer seminar in 1982 at Carleton College which the simple task of becoming aware of what other faculty were doing. Twelve to met together from many disciplines and simply examined the introductory co : being taught on the Carleton campus. Porter was quoted as saying, "It was one c effective curricular and faculty development strategies ever begun at Carleton.

Footnotes

Such phenomena can come into being at DePauw. In the last week, I have had discussions with Professor Sedlack of the English Department who spoke in convocation about a moral perspective on abortion; with Lisa Wicherter, an economics professor who is teaching Chinese a half-unit course in the evening; and Shanker Shetty, another economics professor who began his efforts to learn the Japanese language at Indiana University this summer. The sources and the creativity among us are great. We need to emulate and further enhance the finest faculty development programs in higher education. Then we can sustain ourselves the first-rate faculty we know we are.

In his book *American Professors: A National Resource Imperiled*, Howard Bowen speaks out: "The situation today is much like the Sputnik era of thirty years ago—it is underfunded at a time when the educational needs of the nation are enormous."¹² As a result of the Sesquicentennial Campaign we have the resources to add new faculty to our community. However, before we rush into dividing up these faculty additions among the various departments, let us take care to first examine the needs of the people already in our community. We have a start. With the resources available through the generous endowment established by John and Janice Fisher, and with the institutional funds already being expended on faculty development, we have the ambitious beginnings of a faculty development program longed for at only the most distinguished institutions. We have the opportunity to fund what Bowen calls "in-between research," research that may not be earth shattering in terms of new discoveries coming forth from Greencastle, Indiana, but research that is valuable, not only on its face as an important contribution to a field but is also a vehicle to keep abreast and to continue throughout our lives to be learned men and women and share in the joy of discovery.¹³

V.

Finally, this evening, I want to conclude my address to you with another set of questions. We will definitely answer these questions in the next few years:

- Are we ready to become the institution we have the potential to be?
- Are we ready to expose our students, our faculty, and our curriculum to the diversity demanded by the world community?
- Are we willing to dedicate ourselves to science education and remain one of the forty-seven Oberlin Conference Colleges which have had such an impact on science education in this country?

• Are we willing to take again the challenge of the DePauw tradition and assist our students in becoming morally sensitive and keenly aware of the issues of justice, honesty, peace? If we answer these questions in the affirmative, we do face some problems. Our creativity will be challenged. It will be, for some of us, a lot of trouble. There will be no time for pettiness, for narrow departmentalism, for inward quarreling, and we will have no time to treat each other in any manner other than with civility and respect. Yet if we choose to capitalize on our opportunities, the rewards are tremendous.

We are now poised to take our place among America's finest colleges. We must work together toward that end—not by clinging to the past, but by innovatively moving to the forefront of undergraduate education.

This is an exciting time. From our faculty and administration, we say to the Trustees—for your leadership in the Sesquicentennial campaign which is providing us resources to dream our dreams and implement our visions, we offer a sincere thank you.

And finally, from the administration and the Trustees to the faculty—we thank you for maintaining the high scholarly standards of this institution, and for continuing to challenge our students as alumni have been challenged for generations.

As for myself, I need to thank both the Trustees and the faculty for the high privilege of working with you. Thank you.

**ACCEPTANCE SPEECH
FOR THE
INAUGURATION OF ROBERT G. BOTTOMS**

October 17, 1986

It is difficult for me to find the words to express the honor that I feel in being named the 18th President of DePauw University.

It is an honor because of the special feelings of respect I have developed for this faculty. Last year and this year have been rewarding experiences for me. I have had the opportunity to get to know the faculty and to learn firsthand of their passion for excellence.

It is an honor to work with faculty colleagues for whom most of us in this room reflect on the positive influences on our lives, many of us think of the teachers with whom we have worked. As a young seminary student, I remember reading the works of Paul Tillich and also the many articles Wilhelm Pauck wrote concerning Paul Tillich. In 1970, I learned that Professor Pauck had accepted an appointment on the faculty of the Vanderbilt Divinity School. I then explored the possibilities of attending Vanderbilt to have a chance to study Tillich's works with a teacher who had known him so well. On occasion after occasion when I asked Dr. Pauck questions, he used to respond, "Yes, I've talked to Paulus about this myself." Professor Pauck became a giant influence in my life. I will never forget the hours of preparation we students spent for his seminars. To have Dr. Pauck ask us a question which we could not answer was an embarrassment not only to ourselves but it also was an affront to the respect which we had for him. We dared not go unprepared because of the personal esteem we had for this great teacher.

This experience helped form the image I have of dynamic and competent faculty people. I know from many DePauw students that they have respect for the DePauw faculty in the same way we all respected our teachers. Now to be asked by the Board of Trustees to assist this learned faculty in its work is indeed an honor.

I am also honored to become President of DePauw because of the respect I have for the alumni of this University—alumni who have spoken volumes through their generosity. Their support pragmatically states that DePauw is a very special place. In literally hundreds of discussions with alumni, I have heard them speak of faculty with an almost religious reverence for here at DePauw they were exposed to skills and values that have served them well for a lifetime.

Thirdly, I am honored to be President of DePauw for the opportunity it offers to assist in the education of our students. I am concerned that they are educated to address tomorrow's world rather than yesterday's; that they emerge from DePauw with the knowledge to write, to speak, and to reason quantitatively; and finally I trust that our students after having lived in this community for four years will develop a sense of values and the wisdom to judge the world with reason and justice rather than emotions. I trust that beyond the competence to earn a productive living, students will leave DePauw with a commitment to improving the world society.

In formulating my ideals on how we will work together as a community, I ran across the advice that Father Cavanaugh passed on to Father Hesburgh upon the latter's assuming the presidency of the University of Notre Dame. Father Cavanaugh, Hesburgh's immediate predecessor, wrote, "Don't think you can do very much all by yourself. Leadership may appear to be a person on a white horse leading the multitude, but you'll do a lot better if you get

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As our faculty and students realize, we are in the process of forming task forces to deal with increasing the diversity in our faculty, students, and curriculum, developing the established tradition of our science education program, instigating the new Center for Contemporary Media, and designing an enhanced faculty development program. All of these emphases will be permeated by our concern for moral reflection. Hopefully, as we prepare ourselves for the North Central Accreditation visit next year, the reports of these task forces and the discussions we have together will enable us as a community to gain an acceptance for the new directions for DePauw and produce a unified vision for the institution. When this year is completed, we will not all have the acceptance of all our ideas. We will debate and reflect, and debate some more. But at the end of this year, we should emerge from our planning process with a clear idea about the future directions of the institution and a renewed commitment to excellence.

In conclusion, we have to wonder, given our vision and our hopes for this University, what impediments stand in our way? I can think primarily of one. It comes from the words of Robert Maynard Hutchins, president of the University of Chicago from 1929 to 1945. He writes, "The administrator who is willing to be an administrator and not merely an office holder will find that the strain is chiefly upon his character, rather than his mind. The strain on the character is very great.

The natural course, then, is to become an office holder. Your life will be much easier and you may even become popular. To the administrator, the university often seems like a gigantic conspiracy to turn him into an office holder.

He will seldom be seriously disliked if he does nothing...Academic communities, whatever protestations to the contrary, really prefer anarchy to any form of government."²

The temptation we face is to fret and to worry over the mundane and to have our vision disintegrate under the onslaught of the insignificant and the rigor of having to attach detail and budgets to our aspirations.

Yet today we have such outstanding potential. We have unprecedented resources and unquestioned competence in the community. We will only be impeded either by our lack of vision or by our seduction into triviality.

- Footnotes**
1. Clark Kerr and Marian L. Gade, *The Many Lives of Academic Presidents: Time, Place & Character*, (Washington: Association of Governing Boards of Universities and Colleges, 1986), p. 208.
 2. Ibid., p. 190.

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Richard D. Wood Chairman of the Board Eli Lilly & Company			Memorial United Methodist Church
			Fred C. Tucker, Jr. President Tucker Properties, Inc.

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ROUTING SLIP

TO:

		ACTION	INFO	DATE	INITIAL
1	DCI		X		
2	DDCI				
3	EXDIR				
4	D/ICS				
5	DDI				
6	DDA				
7	DDO				
8	DDS&T				
9	Chm/NIC				
10	GC				
11	IG				
12	Compt				
13	D/OCA				
14	D/PAO	X			
15	D/PERS				
16	D/Ex Staff				
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20	EP		X		
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SUSPENSE

Date

Remarks

26 Aug '87

Date

3637 (10-81)

STAT



Executive Registry

87-3138X

August 17, 1987

The Honorable William H. Webster
 Office of the Director
 Central Intelligence Agency
 Washington, DC 20905

Dear Mr. Webster:

I recall very well your last appearance at DePauw several years ago. I would now like to invite you back to the University to speak on Thursday evening, October 22, 1987. The occasion would be the opening program of a three-part symposium on "Ethics in Public Life." We would be honored if you would make the keynote presentation of this event. We want to hear the insights you have developed on the subject as your concern in public service has progressed.

A key initiative of my administration, as outlined in my inaugural address last October 16, is to spur the DePauw community to moral reflection. (A copy of my address is enclosed.) We feel private liberal arts colleges can no longer neglect the value questions so central to the traditions of our society, and that all members of the University community must examine how values are formed and become operative. Even in a time of relativism, some actions simply cannot be condoned--lying and stealing, for example.

Your participation in the symposium would draw interest from students, faculty, and alumni returning for Old Gold Weekend on October 23 and 24. An enthusiastic audience of 2,000 is anticipated. Perhaps Drudi and Bill would be able to join you in Greencastle. If you have not been back to DePauw since receiving your honorary degree in 1978, I think you will be pleasantly surprised at some of the changes on campus. I know your old friends, Norm Knights and Ted Sanders, are looking forward to seeing you if you are able to accept our invitation.

Not knowing what honorarium you normally receive, we want to offer \$4,000 and travel expenses. We would, of course, provide round-trip transportation from the Indianapolis Airport and make arrangements for you to stay at the new Walden Inn adjacent to campus.

We sincerely hope you will give our invitation serious consideration. I look forward to hearing from you at your earliest convenience.

Sincerely,

A handwritten signature in cursive ink that appears to read "Robert G. Bottoms".

Robert G. Bottoms
 President

RGB:mf

DePauw University
 Greencastle, Indiana 46135-0037
 (317) 658-4800

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